Formative Assessment Task

2nd Grade: Measurement and Data

## 2.MD.3 Estimate lengths using units of inches, feet, centimeters, and meters.

### Learning Targets:

* I can estimate the length of a given object in inches and feet.
* I can estimate the length of a given object in centimeters and meters.

**Materials:**

1. Dry erase boards, markers, erasers, rulers for each child
2. Sticky notes for each child.
3. Single Loop Venn Diagram drawn on chalkboard

**Directions:**

1. Teacher will direct students to pull any school supply from their desk (or to gather any item from around the classroom). While this occurs, teacher will draw a Single Loop Venn Diagram on the chalkboard and label it “Within 1 inch.” (Or “Within 2 centimeters”)
2. Student will estimate the length and record it on the dry erase board.
3. Student will measure it in inches and/or centimeters.
4. Student will record measurement on dry erase board and display for teacher viewing.
5. Student will record the difference in length between estimate and actual measurement on sticky note.
6. Teacher will direct student to place sticky note on Single Loop Venn Diagram on the chalkboard.
7. Teacher will lead class discussion about data on the Venn Diagram.

**Considerations:**

* Observe the student as he/she completes this activity. Observe full completion of this goal and record it on student/class checklist.
* Observe the student lines up the end of the object with the end of the ruler.
* Observe that student correctly uses the inch side of the ruler what asked to measure inches and the centimeter side when asked to measure centimeters.

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| Teacher notes:  Measure to determine how much longer one object is than another, expressing the length difference in terms of a standard length unit.  Students who demonstrate mastery record a reasonable estimate, accurately measure items from their desks and find the difference between their estimate and actual measurement.  Students who demonstrate needs improvement may accurately measure their objects but find the total of the estimate and measurement instead of the difference. Or students who need improvement may measure with centimeters instead of inches or vice versa. |
| |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | **Not yet:** Student shows evidence of misunderstanding, incorrect concept or procedure | | | **Got It:** Student essentially understands the target concept. | | | | **NEEDS IMPROVEMENT**  **(N)** | | **WITH ASSISTANCE**  **(W)** | | | **INDEPENDENT**  **(I)** | | **0 Unsatisfactory:**  **Little Accomplishment**  The task is attempted and some mathematical effort is made. There may be fragments of accomplishment but little or no success. Further teaching is required. | **1 Marginal:**  **Partial Accomplishment**  Part of the task is accomplished, but there is lack of evidence of understanding or evidence of not understanding. Further teaching is required. | | **2 Proficient:**  **Substantial Accomplishment**  Student could work to full accomplishment with minimal feedback from teacher. Errors are minor. Teacher is confident that understanding is adequate to accomplish the objective with minimal assistance. | **3 Excellent:**  **Full Accomplishment**  Strategy and execution meet the content, process, and qualitative demands of the task or concept. Student can communicate ideas. May have minor errors. | |   Adapted from Van de Walle, J. (2004) Elementary and Middle School Mathematics: Teaching Developmentally. Boston: Pearson Education, 65 |